



Spitzee School Student Code of Conduct

Background:

As members of Spitzee School, each of us is expected to consistently foster a welcoming, caring, respectful, and safe environment that prioritizes respect and acceptance for diversity. This environment provides each learner with relevant and engaging learning opportunities to be successful. Our collective responsibility is to foster [A Place for All](#). We believe that each Spitzee Eagle is striving to be proactive and recognize that they are responsible for their own choices: “I’m in charge of me”. Spitzee Eagles look for win-win situations with all members of the school community, while seeking first to understand. We harness the power of collaboration, embrace diversity, cultivate empathy, and foster an environment of trust and inclusion, as we focus on self-care and self-renewal at school, at home, and in the community.

The Student Code of Conduct will be reviewed annually and publicly available on the school’s website.

To achieve our Vision, Mission, and Purpose, each student holds a responsibility and role in contributing to, enhancing, and promoting a place for all in Spitzee School, and when representing the school on field trips or other school related activities. This also includes student conduct on Foothills School Division Transportation Services.

The Student Code of Conduct draws upon a research-based framework of Positive Behavior Support. This anchor provides wiser practice for student conduct and the supports available.

Purpose

This *Student Code of Conduct* helps and guides students to:

- Maintain appropriate behaviours and provide a balance between individual and collective rights, freedoms, and responsibilities in our Spitzee School community.
- Promote student learning, growth, and understanding.
- Assure that students possess a strong connection to Spitzee School.
- Learn how to address issues of dispute and conflict, develop empathy, and become positive citizens.
- Contribute actively to welcoming, caring, respectful, and safe learning environments focused on each learner’s success.

The *Student Code of Conduct* establishes:

- Positive student behavioural expectations
- Possible consequences and interventions for student behaviour and conduct not aligned with these positive expectations.

The *Student Code of Conduct* applies:

- Whether inside and outside of the school building or school day if the conduct negatively affects a member of the school community or interferes with the culture of learning in the school environment.

The *Student Code of Conduct* includes:

- Supports to be provided for any students who are impacted by inappropriate behaviour.
- Supports for students who engage in inappropriate behaviour.

In accordance with the *Education Act* students are expected to conduct themselves in accordance with the Division and *Student Code of Conduct*.

Responsibilities of Students, Staff and Parents: The development of positive student behaviour is a shared responsibility between students, staff, and parents. (*Education Act, Aug 2021*)

Students

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community who are responsible for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities.

The Education Act states an expectation of positive student behaviours. These include (but are not limited to):

- Attending school regularly and punctually and coming to class with needed supplies.
- Knowing and complying with general school rules.
- Engaging actively and positively and not interfering with learning and school activities.
- Being respectful to oneself and all members of the school community to contribute to a sense of belonging for all.
- Cooperating in a reciprocal respectful way with staff and other students.
- Using language and words that do not include profanity, cursing, or abusive language.
- Being responsible and accountable for individual choices and behaviours.
- Using technology responsibly and following digital citizenship guidelines (*see #1 below for specifics*).
- Wearing appropriate school attire which, in the professional judgement of staff, does not detract from the learning environment (*see #2 below for specifics*).
- Refraining from all bullying, harassment, or discrimination towards others including violence, retribution, threats, theft, vandalism, and illegal activities.
- Reporting acts of bullying, harassment, or discrimination in a safe and timely manner to an adult in the school or parent who will then contact the school.
- No student shall use, consume, distribute, sell or be under the influence of illegal and/or illicit, restricted substances (e.g. cigarettes/e-cigarettes, vapes, alcohol, drugs, marijuana or other forms of intoxicants) on school property or at any other school related function (i.e. field trips).
- No student shall bring weapons, replicas of weapons, or items that can be used as weapons to the school.

Possible consequences, interventions and supports for conduct that does not align with positive student behaviors will follow a progressive discipline approach and include (but are not limited to):

- Parent/Guardian/Caregiver phone calls, meetings, requests to pick student up as soon as possible
- Time Out, Sensory Room break, Reset
- Additional learning assignments (e.g., research on long terms effects of bullying on the brain)
- Restorative justice practices
- Student attendance plans
- Behavioural Support Plans
- Referrals to specialized, school based, division based, or community-based supports
- Suspension or expulsion (*as per clauses in the Education Act*)
- Violent Threat Risk Assessment (VTRA)

It is important to note:

- Parents will be notified of interventions and/or consequences related to **major/severe** behaviours of your child.
- Parents cannot be notified of any details about any interventions and/or consequences for any student except for their own child.
- The use of corporal punishment is strictly prohibited.
- Physically restraining a student shall only be used if a student is a danger to themselves or others (each school assures that some members on staff have up to date Non-Violent Crisis Intervention (NVCI/SIVA) training)
- Consequences must consider the student's age, maturity and/or individual circumstances (e.g., student needs and complexities including physical, behavioural, communicational, cognitive, mental health, trauma, past interventions trialed, and accommodations/supports).

1. Use of Mobile Devices in Schools/Responsible use of Technology

Research is clear that cell phones distract from learning and create other issues we must attend to at the school level. Alberta Education has passed a Ministerial Order that regulates the use of mobile devices in schools.

A School Authority is required to, at a minimum, limit the use of personal mobile devices and restrict access to social media as follows:

- *Students may not use personal mobile devices during instructional and non-instructional time. If students have personal mobile devices with them during instructional time, they are required to keep these devices powered off and stored out of view (ie. in a backpack).*
- *Students may not access social media on school networks or on school devices.*

As well, Foothills School Division provides technology resources that support learning for students. Students accessing division owned computer networks via both personal and school-owned devices are bound by [AP 144 Responsible Use of Technology](#). Students agree to the conditions of use listed in *AP 144* each time they log onto the FSD Network using a school owned or personal device. Foothills School Division owns all network resources and has the right to monitor use of the network resources. All network resources are for educational use only and should be used responsibly. Students who discover material on the network that is inappropriate or makes them feel uncomfortable should report the material to a staff member. Students are responsible for the security of access (login and password) to their network resources.

Mobile and Smart Devices

- Spitzee School and Foothills School Division are not responsible and assume no liability for damage, loss or stolen personal mobile devices at any point during the school day or on school-related trips, whether the device is in the care of student or staff.
- Chromebooks must be signed in and out by students with each use and plugged in for charging after use.
- Under **no** circumstances is eating or drinking while using a Chromebook allowed.
- As per FSD's Critical Response Plan, in the event of an emergency students will not access their mobile devices. Teachers should ensure students have all student devices turned off.
- Administrative Procedure 144 Responsible Use of Technology outlines that "when dealing with situations involving inappropriate use of network resources, school staff are to confiscate electronic devices as required. The division assumes no responsibility for the safety, security, loss, repair, or replacement of said devices and securely store confiscated devices taken."
- Inappropriate use of network resources could include loss of network privileges, withdrawal from a course, suspension, and financial liability for damages. Administration will involve the Director of Learning Technologies in cases where investigation into stored digital information is required.

Exemptions:

- Exemptions for mobile and smart device use for students during instructional time include only:
 - Students who require the use of these devices for documented medical purposes
 - School Staff and administration will work with students and families to ensure students with complex needs have access to appropriate, recommended assistive technology that is compliant with expectations as outlined by Alberta Education
 - Families can work with school staff and administration to assure request exemptions are in place

Social Media:

- Social Media access will be blocked for students on all FSD routers.

Communication:

- Students needing to contact parents regarding an urgent matter during instructional time should talk with their teacher in order to use the classroom phone or a phone designated for student use in the school offices.
- Parents who need to urgently contact their child during instructional time can call the school office.

Mobile and Smart Device Consequences

- Consequences for misuse/breach of mobile and smart device expectations will include the following:
 - On a first incidence of the use of mobile and smart devices during instructional time in class the student will be reminded and asked to power off and store the device in their backpack.
 - On a second incidence of the use of mobile and smart devices during the school day, the student will power off the device and be asked to give their device to the teacher until the conclusion of the day. The student will be responsible to collect the device upon leaving class.
 - At the conclusion of the day, the teacher will have a discussion with the student upon returning the device
 - On a third incidence of the use of mobile and smart devices during instructional time, the student will be asked to give their device to the teacher and the device will be available to be picked up from the office at the end of the school day.
 - Administration will call parents and discuss the need to follow the ministerial order.
 - Further incidents of a use of mobile and smart devices during school will result in successive increases in consequences (e.g. phone must be turned in to the office at the start of the day and picked up at the conclusion of the day).
 - Other mobile and smart device use issues such as gaming, bullying, theft, damage, and other inappropriate uses will result in additional consequences.

2. Dress Code

It is recognized that there is a diversity of opinion in society as to what constitutes suitable dress for school activities. Some current fashion may be inappropriate for the school setting, so students and parents are asked to use good judgement when choosing school attire.

Appropriate attire and grooming improve the learning environment, promotes positive behaviour, reduces discipline concerns, enhances school safety, promotes school spirit, and develops self-confidence. Dress and deportment affect how we relate to others and how others relate to us. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are expected to present themselves in a way that enhances the school's learning climate and respects the age range and diversity of our school community.

Students are required to follow standards of dress outlined in the Dress Code. Students not meeting the Dress Code will have choice in changing into more appropriate attire, or returning home to change into more suitable clothing, if parents can facilitate a return home.

The Dress Code is as follows:

- Appropriateness of attire for school
 - ✓ Shirt/Top must provide full coverage (no excess exposed skin)
 - ✓ Bottoms (pants, sweatpants, shorts, skirts, dresses, leggings) must provide full coverage (no excess exposed skin)
 - ✓ Footwear must be worn at all times
 - ✓ No underwear as outerwear
 - ✓ No underwear showing
- Contributes to a safe, caring, respectful, and inclusive learning environment for oneself and others
 - ✓ No clothing portraying violent images or language
 - ✓ No images or language depicting drugs or alcohol
 - ✓ No hate speech, profanity, or pornography
 - ✓ No images or language that creates a hostile or intimidating environment
- Does not portray discriminatory images, messaging, slogans in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act
- Suitable for the learning activity
 - ✓ Proper clothing and running shoes for PE (All grades)
- Weather considerations (Daily recess, travel to/from school, fire drills, outdoor activities)
 - ✓ Appropriate footwear for weather
 - ✓ Appropriate coat/jacket for weather

Staff

Under the leadership of the principal, staff are responsible for establishing:

- A positive school climate in which structure, support, and encouragement is provided to assist the student in understanding and aligning behaviour with the school *Student Code of Conduct*.
- A school environment that encourages and reinforces positive student behaviours, thus increasing social-emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Responses to unacceptable behaviour that give first consideration to the safety and security of students, staff, and other members of the school community.
- Proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are conducive to teaching and learning.
- A joint effort to learn and a feeling of mutual respect among staff, students, and parents.
- On-going and timely communication between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.
- Implementation and observance of Use of Mobile Devices in Schools

Parents/Guardians/Caregivers

Parents are partners in their child's education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful, and safe learning environment. Foothills School Division believes that the role of the parent with respect to education and as outlined in the Education Act, will:

- Encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other staff, and professionals providing supports and services in the school.

- Assure that the child attends regularly and is punctual.
- Be aware of, and support, the expectations from the *School Student Code of Conduct including Dress Code and Use of Mobile Device Expectations*.
- Communicate and collaborate with school staff about any concerns regarding *Student Code of Conduct*.

[Administrative Procedure 146 Social Media Code of Professional Conduct](#): states that “Foothills School Division does not have any jurisdiction over parents’ personal use of social media. It should be communicated to our community, however, that defamatory statements regarding Foothills School Division staff members or students within the context of school-related events or instruction, will be defined as harassment. Sanctions may include those delineated in the Division [Administrative Procedure 402 Protection of Staff](#) and [Administrative Procedure 403 Harassment, Prevention, Reporting and Investigation](#): a written warning, issue of trespassing notice, termination of volunteerism, and/or referral to appropriate authorities such as law enforcement.”

“The Division is committed to the establishment of productive partnerships between parents/guardians and school staff members in support of student learning. The Education Act clearly outlines responsibilities of students, parents, and employees of the Board in ensuring that each member of the school communities conduct contributes to a welcoming, caring, respectful and safe learning environment. It is recognized that concerns or complaints are best resolved as close to the source of the concern or complaint as possible beginning at the classroom and school level.”

See [Administrative Procedure 151: Parental/Guardian Complaints or Concerns & Dispute Resolution process](#) for more information.

Appendix A – Legislative Framework

Alberta law sets out responsibilities for all partners in the education system and society, including students, parents and caregivers, staff, and school divisions. The legislative framework is listed below:

[Alberta Education Act](#)

[Alberta Human Rights Act](#)

[Child, Youth and Family Enhancement Act](#)

[Abuse and Bullying](#)

[AP 311, Physical Restraint, Seclusion and Time Out](#)

[Ministerial Order \(#014/2024\) Standards for the Use of Personal Mobile Devices and Social Media in Schools](#)

Appendix B – Definitions

Respect:

To show regard or consideration for others.

Bullying:

Alberta’s *Education Act* defines bullying as repeated hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation. Bullying can take different forms and can include, but is not limited to:

- Physical – pushing, hitting, other
- Verbal/written – name calling, threats, other
- Social/psychological – social exclusion, rumors, other
- Cyber/social media – using the computer, cell phone or other technology to harass, threaten, intimidate, demean, share images, other
- Actions or words that do not uphold a commitment to the Alberta Human Rights Act

Conflict:

Alberta's Education Act defines bullying as different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. Students as well as adults can benefit from learning how to resolve conflict peacefully and recognizing the difference between a conflict and bullying.

Discrimination:

A distinction made based upon characteristics protected under the Alberta Human Rights Act, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

Diversity:

Alberta's Human Rights Act states that in Alberta, as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity. The diverse racial and cultural composition of Alberta's society and its importance is a fundamental principle and matter of public policy.

Equity:

Alberta's Human Rights Act states that it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in dignity, rights, and responsibilities.

Harassment:

Any conduct, comment, gesture, or physical contact that a reasonable person should know would be unwelcome, inappropriate, or otherwise offensive to an individual or group of individuals. It is not a relationship of mutual consent: it is any action that is unwelcome or intimidating and denies any individual dignity and respect. Excluded from the definition of harassment is any reasonable conduct of an employee in respect of the management and supervision of employees or students. Alberta law explicitly protects Albertans from discrimination for a wide variety of reasons under the Alberta Human Rights Act.

Inclusion:

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. This is defined in Alberta's Policy Document on Inclusive Education.

Instructional time: The time dedicated during the school day to teaching subject area and curricular content and that is supervised by a teacher or other member of the school staff team.

Mobile and smart devices: Include personal mobile devices that can be used to communicate with or access the internet, such as a cell phone, tablet, laptop, or smartwatch.

Non instructional time: Lunch, recess as well as the time before and after school.

Physical Restraint:

Any method of using physical contact for restricting or immobilizing another person's freedom of movement, physical activity, or normal access to their body. Physical restraint is not physical escort which may involve temporarily touching or holding of the hand, wrist arm, shoulder or back for the purpose of accompanying and inducing a student who is beginning to act out to walk to a safe location or temporary physical contact for purposes such as moving a student away from danger. Physical restraint does not include temporary physical contact for purposes such as moving a child away from danger, breaking up a fight or the prompting of a

child/student when teaching a skill.

Sexual Harassment:

Harassment also encompasses any unwanted sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature which:

- Implicitly or explicitly makes submission of such conduct a term and condition of an individual's learning environment;
- Affects access to learning;
- Affects access to school services or events;
- Creates a hostile or offensive environment which interferes with an individual's learning environment;
- Intimidates, embarrasses, coerces or humiliates an individual at school; or
- Arises out of a relationship which is not based on mutual consent.

Examples of conduct which would meet these descriptors include, but are not limited to the behaviours listed herein:

- Verbal abuse or threats associated with behaviour of a sexual nature;
- Unwelcome remarks or jokes of a sexual nature;
- Unwelcome invitations or requests of a sexual nature;
- Staring, leering or inappropriate observation of an individual of a sexual nature;
- Displaying, sharing or posting pornographic, offensive or derogatory materials of a sexual nature online or in the learning environment;
- Unwelcome physical contact of a sexual nature;
- Exposing oneself sexually;
- Explicit or implicit demands of a sexual nature; and
- Any other behaviour, conduct or activity of a sexual nature which is unwelcome or uninvited.